



Review Article

Artificial Intelligence in English Language Teaching: A Systematic Review of Teachers' Perspectives, Challenges, and Pedagogical Implications

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Abstract

This study systematically reviews research on the integration of artificial intelligence (AI) in English Language Teaching (ELT) from the perspective of teachers. Drawing on 50 peer-reviewed studies published between 2015 and 2025, the review examines the research methodologies employed, teachers' perceptions of AI in ELT, the challenges associated with its implementation, and the pedagogical implications emerging from the literature. Guided by the PRISMA 2020 framework, the review included qualitative, quantitative, and mixed-method studies that focused on teachers' experiences with AI in face-to-face English language teaching contexts. The findings indicate that AI is widely perceived as a valuable tool for promoting personalized learning, enhancing language proficiency, increasing learner engagement and motivation, and supporting instructional practices. At the same time, teachers reported several challenges, including technological limitations, insufficient professional preparation, overreliance on AI technologies, and ethical concerns related to privacy, academic integrity, and responsible use. Methodologically, qualitative research was the most frequently employed approach, accounting for 50% of the studies reviewed, with interviews and classroom observations serving as the primary data collection methods. The review further highlights important pedagogical implications, including the need for sustained investment in educational technology infrastructure, comprehensive teacher training programs, and the development of clear ethical and policy frameworks to guide AI integration in ELT. By synthesizing a decade of research, this study provides a comprehensive overview of current trends and offers directions for educators, policymakers, and researchers seeking to foster the effective and responsible use of AI in English language teaching, human-centered.

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1. Introduction

The integration of Artificial Intelligence (AI) in education has been a transformative force, reshaping education globally from traditional to technology-based (Isaee & Barjesteh, 2026a). It has become a game-changer in language learning, especially in English teaching and learning (Schmidt & Strasser, 2022). AI has become a tool for English learning and teaching, providing both teachers and students with novel opportunities and strategies to address challenges and improve learning (Baranwal, 2022; Isaee & Barjesteh, 2026b). Using AI in the English language classroom enriches and innovates students' educational experiences. With various tools being used such as Duolingo and Babbel, language learning is becoming increasingly personalized (Kessler et al., 2023), pronunciation practice is supported through applications such as Siri, Google Read Along, and Alexa (Alharthi, 2024), and writing development is facilitated through tools such as Grammarly and Hemingway Editor, which provide immediate feedback and error correction (Sánchez Calderón & da Cunha Fanego, 2023). On the other hand, several research papers also indicate that the use of AI in English language teaching and learning has its limitations and challenges (Ahimsa & Khawa, 2025; Lubis & Fithriani, 2023; Manoocherzadeh et al., 2025; Mulkiyah, 2024).

Recent developments in AI technologies have accelerated their adoption across educational settings. English language teachers are increasingly exposed to AI-powered systems that can assist with lesson planning, material development, assessment, feedback provision, classroom management, and learner support. Unlike earlier educational technologies that primarily functioned as supplementary tools, contemporary AI applications can analyze learner performance, generate instructional content, provide adaptive feedback, and support individualized learning pathways. As a result, AI is no longer viewed merely as a technological innovation but as an influential factor that has the potential to reshape teaching practices and learning experiences. The rapid evolution of these technologies has generated considerable interest among researchers, practitioners, and policymakers seeking to understand their pedagogical value and practical implications for language education.

Within the field of English Language Teaching (ELT), the growing presence of AI has stimulated a substantial body of research examining its role in language instruction. Existing studies have explored a variety of themes, including teachers' attitudes toward AI, students' acceptance of AI-assisted learning, the effectiveness of AI-powered tools, ethical concerns, and the challenges associated with technology integration. These investigations have contributed valuable insights into how AI can support language development and instructional

effectiveness. However, the findings reported in the literature are often dispersed across different educational contexts, methodological approaches, and research objectives, making it difficult to obtain a comprehensive understanding of the current state of knowledge regarding teachers' perceptions of AI in ELT.

Although numerous studies have investigated AI in language education, much of the literature focuses on specific technologies, particular educational contexts, or individual aspects of AI implementation. Consequently, there remains a need to synthesize the growing body of evidence from the perspective of English language teachers, who play a central role in determining how AI is adopted and utilized in classroom practice. Teachers' perceptions are particularly significant because their beliefs, attitudes, knowledge, and experiences directly influence the successful integration of emerging technologies into teaching and learning processes. Understanding how teachers perceive the benefits, limitations, and challenges of AI can provide valuable guidance for educational institutions, policymakers, teacher educators, and researchers seeking to promote effective and responsible AI adoption.

ELT research increasingly focuses on Artificial Intelligence. Many publications explore AI's advantages and disadvantages for teachers and students, and with the proliferating use of AI in the classroom, understanding teachers' views and perceptions of using these technologies in schools is highly important (Barjesteh et al., 2026; Risdianto et al., 2025). Despite the growing volume of research, there is still a lack of comprehensive synthesis that systematically consolidates evidence regarding teachers' perspectives, methodological trends, implementation challenges, and practical recommendations emerging from studies conducted over the past decade. Furthermore, previous investigations often report findings independently, making it difficult to identify recurring patterns, common concerns, and areas requiring further scholarly attention. Addressing this gap is important because a consolidated understanding of the literature can help clarify the current state of AI integration in ELT and inform future research and practice. Therefore, this study contributes to the literature by systematically reviewing and synthesizing research published between 2015 and 2025 that examines AI in English language teaching from the perspective of teachers. The review provides an integrated overview of the methodological approaches employed by researchers, the perceived effects of AI on English language teaching, the challenges encountered during implementation, and the recommendations proposed across studies. By bringing together findings from diverse educational contexts, this review offers a clearer understanding of emerging trends and contributes evidence-based insights that may support future pedagogical, institutional, and research decisions

related to AI adoption in ELT. In light of the identified research gap and the need for a comprehensive synthesis of existing evidence, this systematic review seeks to answer the following research questions:

RQ1. Based on the studies reviewed, what type of studies and common methodologies are employed?

RQ2. What are the teachers' views on the effects of artificial intelligence on English language teaching?

RQ3. What are the challenges that teachers face in the use of AI in teaching English?

RQ4. What are the recommendations provided by these studies?

2. Literature Review

2.1. Artificial Intelligence and the Changing Landscape of English Language Teaching

The rapid advancement of AI has significantly influenced educational practices across disciplines, including ELT. Recent developments in generative AI have expanded the capabilities of educational technologies, enabling learners and teachers to engage with systems capable of producing explanations, generating instructional materials, providing feedback, and supporting interactive communication (Isaee & Barjesteh, 2026b; van den Berg, 2025). Unlike earlier educational technologies that primarily delivered static content, contemporary AI applications are increasingly characterized by adaptability, responsiveness, and personalization.

Within language education, AI has attracted considerable attention because of its potential to support individualized learning experiences. AI-powered systems can respond to learners' needs in real time, offering tailored explanations, practice opportunities, and corrective feedback that may not always be feasible in conventional classroom settings (Slamet, 2024; Wang, 2024). Such capabilities have expanded opportunities for autonomous learning while simultaneously providing teachers with additional resources for instructional planning and classroom management. Research has identified a variety of pedagogical applications for AI in ELT.

Existing studies suggest that AI can contribute to writing development through idea generation, text revision, and language refinement. In speaking instruction, conversational agents and intelligent chatbots can provide learners with opportunities to engage in simulated communication and receive immediate responses.

Similarly, AI-supported vocabulary instruction can facilitate contextualized learning by generating examples, explanations, and practice activities tailored to learner needs (Kiryakova & Angelova, 2023; Moundridou et al., 2014; Verboom et al., 2025). These developments have

encouraged educators and researchers to reconsider how technology can support language learning both inside and outside the classroom. The increasing presence of AI in ELT has also contributed to evolving conceptions of teaching and learning. Rather than serving solely as providers of information, teachers are increasingly expected to guide learners in evaluating AI-generated content, selecting appropriate digital tools, and employing technology responsibly (Barjesteh et al., 2026). Consequently, AI integration has become not only a technological issue but also a pedagogical and professional one, requiring educators to balance innovation with sound instructional judgment.

2.2. Opportunities and Concerns Surrounding AI Integration

Although AI is frequently associated with innovation and instructional efficiency, the literature presents a more nuanced picture of its role in language education. Researchers generally acknowledge that AI can facilitate personalized learning, improve access to educational support, and enhance opportunities for practice and feedback (Isaee & Barjesteh, 2026b; Wang, 2024). These advantages have contributed to growing interest among educators seeking to address diverse learner needs and increase engagement in language learning environments.

At the same time, scholars caution against uncritical adoption of AI technologies. One recurring concern involves the reliability of AI-generated information. Automated systems may occasionally produce inaccurate, incomplete, or misleading outputs, creating challenges for learners who lack the skills necessary to evaluate information critically (Welding, 2023). In language learning contexts, such limitations may affect both the accuracy of content and the quality of linguistic input provided to students.

Ethical considerations have also emerged as a prominent theme within the literature. Questions related to privacy, transparency, fairness, and accountability have become increasingly important as AI tools collect and process large amounts of user data (Isaee & Barjesteh, 2026; Manoocherzadeh et al., 2025).

Researchers have expressed concern regarding algorithmic bias, unequal access to technological resources, and the potential marginalization of local knowledge and linguistic diversity. These concerns highlight the need for responsible implementation practices that prioritize educational equity and human agency.

Another challenge frequently discussed in the literature involves learner dependency on AI-generated assistance. While AI can provide valuable support, excessive reliance on automated systems may reduce opportunities for independent problem-solving, critical

thinking, and language production (Welding, 2023). Consequently, many scholars argue that AI should complement rather than replace human learning processes. Effective integration, therefore, requires careful pedagogical planning and ongoing teacher guidance.

2.3. Teachers as Key Stakeholders in AI Adoption

The successful integration of Artificial Intelligence in English Language Teaching depends heavily on teachers, who ultimately determine how technologies are used within instructional settings. Regardless of technological sophistication, AI tools derive their educational value from the pedagogical decisions made by educators (Chen et al., 2022). As a result, teacher perspectives have become an increasingly important area of inquiry within AI-related educational research.

Existing literature suggests that teacher readiness encompasses multiple dimensions. Beyond technical competence, educators require an understanding of AI capabilities and limitations, awareness of ethical issues, and confidence in designing meaningful learning experiences that incorporate technology appropriately. These dimensions collectively influence teachers' willingness and ability to integrate AI into their instructional practices.

Institutional conditions further shape teachers' experiences with AI adoption. Access to professional development opportunities, technological infrastructure, and clear institutional policies can facilitate implementation, whereas uncertainty regarding privacy, academic integrity, and acceptable use may hinder adoption efforts (Barjesteh et al., 2026). Consequently, successful integration requires support at both the individual and organizational levels.

Despite growing scholarly interest in AI within education, findings regarding teachers' perceptions remain dispersed across different contexts, educational levels, and methodological approaches. Some studies emphasize optimism regarding personalization, feedback, and instructional efficiency, whereas others highlight concerns related to ethics, preparedness, and student dependency (Verboom et al., 2025; Welding, 2023). This diversity of findings underscores the need for systematic synthesis. Given the accelerating adoption of AI technologies in English language teaching and the central role of teachers in technology implementation, a comprehensive review of existing evidence is warranted. Synthesizing research on teachers' perspectives can provide a clearer understanding of methodological trends, perceived benefits, implementation challenges, and pedagogical implications. Such synthesis may also help inform future research, teacher education initiatives, and institutional policies aimed at promoting the effective and responsible use of AI in ELT.

3. Materials and Methods

3.1. Research Design

This study employed a systematic review design guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 framework to investigate existing research on teachers' perceptions of Artificial Intelligence (AI) in English Language Teaching (ELT). A systematic review was considered the most suitable research design because it provides a structured and transparent approach for identifying, evaluating, organizing, and synthesizing findings from previously published studies. Through systematic procedures, this approach enables researchers to summarize the current state of knowledge, identify recurring patterns and themes, reveal methodological trends, and highlight areas requiring further investigation.

The review focused on studies published between 2015 and 2025, a period that witnessed rapid developments in AI technologies and their increasing application within educational contexts. As AI continues to transform teaching and learning practices worldwide, a systematic synthesis of available evidence is necessary to understand how English language teachers perceive its benefits, challenges, and pedagogical implications.

The present review adopted a descriptive qualitative synthesis approach. Rather than statistically combining findings through meta-analysis, the study focused on interpreting and integrating evidence from selected studies to provide a comprehensive understanding of teachers' perceptions of AI in English language teaching. Particular attention was given to identifying methodological characteristics, perceived benefits, implementation challenges, and recommendations proposed across the literature.

3.2. Data Collection Tools and Procedures

The review process followed the PRISMA 2020 guidelines to ensure methodological transparency, consistency, and rigor. The PRISMA framework provides a standardized procedure for conducting systematic reviews by documenting each stage of study identification, screening, eligibility assessment, and inclusion. Following this framework helped ensure that the selection of studies was systematic, replicable, and aligned with the objectives of the review. The process of selecting the final studies included in this review is illustrated in Figure 1. The figure presents the flow of records through the different phases of the review process, including identification, screening, eligibility assessment, and final inclusion. The review was conducted in three major phases: Identification, Screening, and Inclusion.

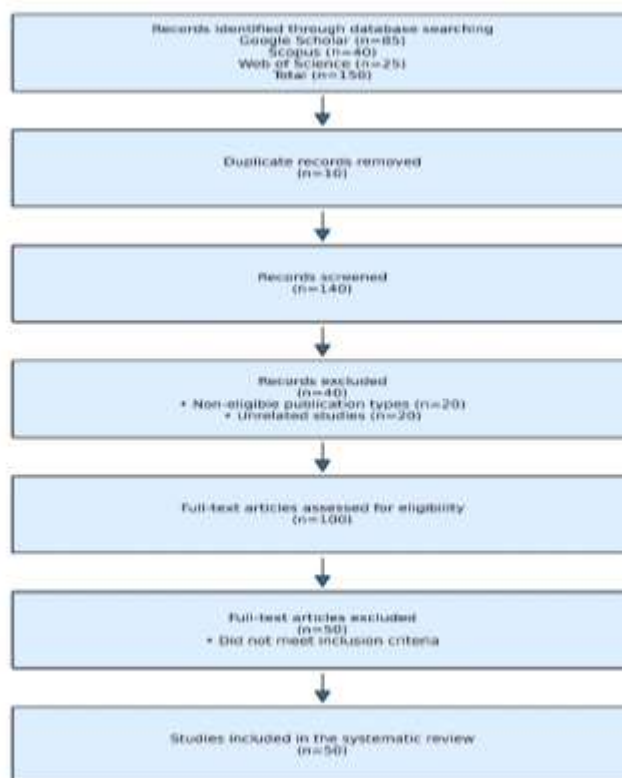


Figure 1. PRISMA 2020 flow diagram illustrating the identification, screening, eligibility assessment, and inclusion of studies in the systematic review

3.2.1. First Phase: Identification

The identification phase focused on locating studies related to Artificial Intelligence in English Language Teaching. To ensure broad coverage of the literature, three major academic databases were used: Google Scholar, Scopus, and Web of Science. These databases were selected because they provide extensive indexing of educational, linguistic, and interdisciplinary research and are widely recognized as reliable sources for systematic reviews.

The search was limited to studies published between 2015 and 2025. This timeframe was selected because it captures the period during which AI technologies experienced substantial growth and increasingly influenced educational practices. No geographical restrictions were imposed, allowing studies from diverse educational contexts and countries to be considered.

To identify relevant literature, the search employed keywords related to both Artificial Intelligence and English language education. The primary search terms included "artificial intelligence" and "English Language Teaching." Additional searches incorporated related terminology commonly used in the literature to improve retrieval and ensure comprehensive coverage of relevant studies. The initial search across Google Scholar, Scopus, and Web of Science yielded a total of 150 records. These records constituted the preliminary pool of literature and were subsequently subjected to further evaluation during the screening phase.

3.2.2. Second Phase: Screening

The screening phase was conducted to eliminate studies that did not align with the objectives of the review. During this stage, the titles, abstracts, publication types, and bibliographic information of the identified records were examined.

Only scholarly journal articles and graduate or undergraduate theses focusing on Artificial Intelligence in English Language Teaching were considered for inclusion. Books, book chapters, review articles, editorials, commentaries, and non-academic informational publications were excluded from the review because they did not provide primary empirical evidence relevant to the research objectives. As a result, 20 records were removed during this stage.

Furthermore, duplicate records retrieved from multiple databases were identified and removed ($n = 10$). Studies whose titles and abstracts indicated that they were unrelated to Artificial Intelligence in English Language Teaching were also excluded ($n = 20$). Following the screening process, 100 studies remained and were considered potentially relevant to the objectives of the review. These studies proceeded to the full-text evaluation stage.

3.2.3. Third Phase: Inclusion

The inclusion phase involved a detailed assessment of the full-text articles to determine their eligibility for the review.

Table 1. Inclusion and Exclusion Criteria Used in the Systematic Review

Eligibility Criteria	Inclusion	Exclusion
Time Frame	Studies published between 2015 and 2025	Studies published before 2015
Subject Focus	Artificial Intelligence in ELT	Studies unrelated to AI in ELT
Population	Practicing English language teachers	Studies focusing exclusively on students
Educational Setting	Face-to-face English language teaching contexts	Online, distance, virtual, or blended learning contexts
Research Design	Qualitative, quantitative, and mixed-methods studies	Non-empirical studies, editorials, commentaries, and opinion papers
Publication Type	Peer-reviewed journal articles, graduate theses, and undergraduate theses	Books, book chapters, review articles, conference abstracts, and non-academic publications
Study Focus	Teachers' perceptions, experiences, attitudes, benefits, challenges, and views regarding AI integration in ELT	Studies not examining teacher-related perspectives on AI
Language	Full-text studies available in English	Studies unavailable in English or without accessible full text

Each study was carefully examined against predetermined inclusion and exclusion criteria to ensure consistency and relevance. The eligibility criteria focused on publication period, study population, research design, and study focus. Only studies published between 2015 and 2025 were considered eligible. The review specifically targeted English language teachers who were actively engaged in teaching practice. Studies that focused exclusively on students without investigating teachers' perspectives were excluded. In terms of methodology, studies employing qualitative, quantitative, and mixed-methods approaches were included because each design offers valuable insights into teachers' experiences and perceptions. Particular emphasis was placed on studies examining the perceived benefits, challenges, attitudes, experiences, and views of teachers regarding AI integration in English language teaching. To maintain consistency across studies, only research conducted in face-to-face instructional settings was included. Studies focusing exclusively on online, virtual, or distance-learning environments were excluded because the pedagogical conditions and technology usage patterns may differ substantially from traditional classroom contexts. The inclusion and exclusion criteria used during the eligibility assessment are summarized in Table 1. After applying the eligibility criteria, 50 full-text studies were retained for the final review. These studies constituted the dataset analyzed in the present investigation. The selected studies provided evidence regarding teachers' perceptions of Artificial Intelligence in English language teaching, the benefits and challenges associated with its implementation, the methodological approaches employed by researchers, and the recommendations proposed for future educational practice and research. The synthesis of these 50 studies formed the basis for answering the research questions and identifying emerging trends related to AI integration in English Language Teaching.

4. Results

4.1. Methodological Traits of the Reviewed Studies

To address the first research question, the methodological characteristics of the 50 studies included in this review were analyzed. Figure 2 presents the distribution of research designs employed across the reviewed studies. As illustrated in Figure 2, qualitative research was the most frequently employed methodological approach, accounting for 25 studies (50%) of the reviewed literature. Mixed-methods research represented the second most common design, comprising 16 studies (32%), while quantitative research accounted for only 9 studies (18%). To provide a clearer overview of the methodological distribution, Table 2 summarizes the frequency and percentage of each research design. The findings indicate a clear preference among researchers for qualitative approaches when investigating Artificial Intelligence in English Language Teaching.

As shown in Table 2, half of the reviewed studies employed qualitative methods, suggesting a strong emphasis on exploring teachers' experiences, perceptions, attitudes, and classroom realities in depth. Interviews and classroom observations were the most frequently reported data collection methods in qualitative studies, enabling researchers to obtain detailed insights into how teachers perceive and utilize AI technologies in instructional settings.

Mixed-methods research constituted nearly one-third of the reviewed studies. These investigations combined quantitative and qualitative data collection techniques, most commonly integrating survey questionnaires with interviews and observations. Such designs allowed researchers to examine broader patterns while simultaneously obtaining contextual explanations for participants' responses.

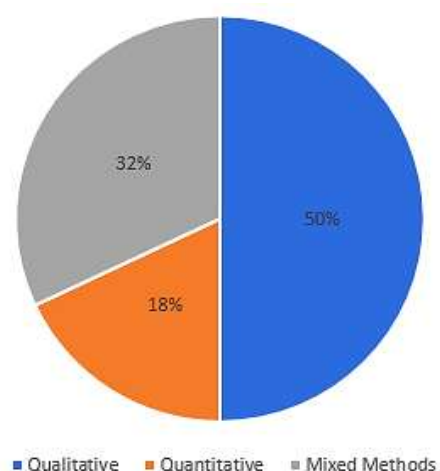


Figure 2. Distribution of Research Designs Used in the Reviewed Studies

Table 2. Distribution of Research Designs in the Reviewed Studies

Research Design	Frequency	Percentage
Qualitative	25	50%
Mixed Methods	16	32%
Quantitative	9	18%
Total	50	100%

Table 3. Major Benefits of Artificial Intelligence in English Language Teaching as Perceived by Teachers

Theme	Key Benefits Reported in the Literature
Personalized Learning	Adaptive instruction, individualized feedback, self-directed learning, accommodation of diverse learning styles and proficiency levels
Enhanced Language Skills Development	Improvement in speaking, listening, reading, writing, grammar, and overall language proficiency
Increased Engagement and Motivation	Interactive learning experiences, real-time feedback, increased participation, and learner motivation
Teacher Support	Lesson planning assistance, material development, feedback generation, workload reduction, and professional development opportunities

In contrast, quantitative research represented the smallest proportion of the reviewed studies. The majority of quantitative investigations relied primarily on survey questionnaires to collect data regarding teachers' attitudes, experiences, and perceptions of AI integration in English language teaching. Although fewer in number, these studies contributed valuable numerical evidence concerning the prevalence of particular views and experiences across different educational contexts.

Overall, the reviewed literature demonstrates considerable methodological diversity. However, the predominance of qualitative and mixed-methods approaches suggests that researchers have largely focused on understanding the human and contextual dimensions of AI integration in English language teaching, particularly from the perspective of teachers who directly interact with these technologies in classroom environments.

4.2. Teachers' Perceptions of the Benefits of Artificial Intelligence in English Language Teaching

To address the second research question, the reviewed studies were analyzed to identify the major benefits of Artificial Intelligence (AI) in English Language Teaching as perceived by teachers. Four recurring themes emerged across the literature: personalized learning, enhanced language skills development and proficiency, increased learner engagement and motivation, and instructional support for teachers. These themes are summarized in Table 3.

As shown in Table 3, teachers' perceptions of AI were largely positive. The reviewed studies consistently highlighted AI's capacity to personalize learning, enhance language development, increase learner engagement, and support instructional practices. These themes are discussed in detail in the following subsections. The analysis of the reviewed studies indicates that teachers generally perceive Artificial Intelligence as a valuable educational resource that can enhance both teaching and learning processes.

Across the literature, AI was consistently associated with opportunities to personalize instruction, support language development, increase learner engagement, and improve instructional efficiency. These findings suggest that teachers view AI not merely as a technological innovation but as a pedagogical tool capable of supporting diverse educational objectives.

4.2.1. Personalized Learning

The most frequently reported benefit of Artificial Intelligence was its capacity to facilitate personalized learning experiences. Numerous studies highlighted AI's ability to adapt learning activities and instructional content to individual learner characteristics, including proficiency levels, learning preferences, strengths, and weaknesses (Isaee et al., 2026; Isaee & Barjesteh, 2026a; Risdianto et al., 2025). Teachers perceived AI as a means of providing more individualized support, allowing students to progress at their own pace while addressing specific learning needs.

The reviewed studies also revealed that AI technologies contribute to the development of self-directed learning. Several investigations reported that students become more autonomous when interacting with AI-powered learning environments, particularly when these systems provide immediate guidance and feedback (Ahimsa & Khawa, 2025). Teachers observed that real-time feedback on grammar, pronunciation, vocabulary, and writing enabled learners to identify errors independently and make immediate improvements (Verboom, et al., 2025).

ChatGPT emerged as one of the most frequently discussed AI tools supporting personalized learning (Karataş & Yüce, 2024). According to the reviewed studies, teachers viewed generative AI tools as useful resources for generating instructional materials, recommending learning activities, and adapting content to diverse learner needs. Other AI-powered technologies, including Siri, Google Assistant, Alexa, and similar applications, were also reported as facilitating individualized learning experiences and improving access to educational support (Kohnke et al., 2024).

4.2.2. Enhanced Language Skills Development and Proficiency

Another prominent theme identified in the reviewed studies was the contribution of AI to language skills development and overall language proficiency. Teachers generally perceived AI as an effective tool for supporting the acquisition and improvement of English language skills across multiple domains (Chen et al., 2022). The findings suggest that AI-assisted learning environments can support the development of speaking, listening, reading, and writing skills while simultaneously

enhancing grammatical accuracy and language proficiency (Harajpoor et al., 2026). Several studies reported that AI-powered tools provide opportunities for repeated practice, immediate correction, and individualized guidance, which contribute to improved learning outcomes.

Teachers also emphasized the role of AI in facilitating communication, translation, conversational practice, information retrieval, and language comprehension (Mabuan, 2024). Furthermore, the reviewed literature indicates that educators generally maintain positive attitudes toward the use of AI in language instruction and recognize its growing relevance in contemporary educational settings. As AI technologies become increasingly integrated into language education, teachers appear to view them as valuable supplementary tools that can enhance language learning opportunities and support student achievement.

4.2.3. Increased Engagement and Motivation

The reviewed studies consistently identified increased learner engagement and motivation as another significant benefit of AI integration in English language teaching. Teachers reported that AI-powered learning environments often create more interactive and dynamic learning experiences, encouraging greater student participation and involvement in classroom activities (Nguyen, 2023).

Several studies attributed enhanced engagement to the interactive features of AI tools, including gamification elements, adaptive activities, and immediate feedback mechanisms. Teachers observed that these features contribute to more enjoyable learning experiences and encourage learners to participate actively in instructional activities (Isaee et al., 2026; Isaee & Barjesteh, 2026a; Risdianto et al., 2025). Various AI-supported platforms, including Kahoot, ChatGPT, Duolingo, Google Translate, and Quizlet, were identified as particularly effective in promoting student engagement and motivation. Teachers reported that the user-friendly design, accessibility, and interactive nature of these tools increase learner interest and sustain participation during language learning activities (Mabuan, 2024).

4.2.4. Teacher Support

The reviewed studies further revealed that teachers perceive AI as a valuable source of instructional support. Across multiple studies, educators expressed positive attitudes toward AI and described it as a useful tool for enhancing teaching effectiveness and efficiency (Ahimsa & Khawa, 2025; Lubis & Fithriani, 2023; Manoocherzadeh et al., 2025; Mulkiyah, 2024). One of the most frequently reported benefits was the reduction of routine workload through task automation. Teachers noted

that AI assists with lesson preparation, material development, assessment, feedback generation, and other administrative responsibilities, enabling them to allocate more time to instructional activities (Nguyen, 2023). These efficiencies were perceived as contributing to improved productivity and more effective classroom management. The reviewed literature also highlights AI's role in supporting instructional design. Teachers reported using AI technologies for idea generation, activity creation, content development, and the preparation of instructional materials tailored to learners' needs (Isaee 2026a; Lubis & Fithriani, 2023). Additionally, generative AI tools were found to assist with proofreading, feedback provision, plagiarism detection, and language correction tasks. Beyond classroom instruction, several studies identified opportunities for teacher professional growth through AI-supported learning and digital literacy development. Some educators further perceived AI as a resource that could contribute to leadership development through coaching and mentorship opportunities (Isaee, 2026b). Overall, the reviewed studies indicate that teachers perceive AI as a multifaceted educational tool that supports both learner development and instructional practice. The findings suggest that AI's perceived value extends beyond student learning outcomes to include meaningful support for teachers' professional and pedagogical responsibilities.

4.3. Challenges of Artificial Intelligence in English Language Teaching

To address the third research question, the reviewed studies were analyzed to identify the major challenges associated with the integration of Artificial Intelligence in English Language Teaching. Four dominant themes emerged across the literature: technological barriers, lack of teacher preparedness, overreliance on AI technologies, and ethical concerns. These challenges were consistently reported across diverse educational contexts and were identified as significant obstacles to the effective implementation of AI in language education. As shown in Table 4, the challenges identified in the reviewed studies extend beyond technological limitations and encompass

pedagogical, institutional, and ethical dimensions. While technological barriers and teacher preparedness were among the most frequently reported concerns, issues related to overreliance and ethical use also appeared consistently across different educational contexts. These findings suggest that successful AI integration requires attention not only to technological resources but also to teacher capacity building and responsible implementation practices. The analysis revealed that although teachers generally perceive AI positively, they also recognize numerous barriers that may hinder its successful implementation. These challenges extend beyond technical issues and include pedagogical, institutional, and ethical concerns that influence both teachers' willingness and ability to integrate AI into classroom instruction.

4.3.1. Technological Barriers

Technological barriers emerged as one of the most frequently reported challenges across the reviewed studies. Teachers identified limited access to technological resources as a major obstacle to the effective use of AI in English language teaching (Mulkiyah, 2024). Many studies reported that educational institutions, particularly those located in underserved areas, often lack the infrastructure necessary to support AI-based instructional practices.

The reviewed literature highlighted several infrastructure-related challenges, including unreliable internet connectivity, inadequate access to digital devices, and unstable power supplies. These limitations restrict both teachers' and students' ability to utilize AI tools consistently and effectively. Furthermore, insufficient technological resources may create inequalities in access to educational opportunities, limiting the potential benefits of AI-enhanced learning environments.

Several studies also emphasized that limited technological infrastructure affects the quality of instructional implementation. Teachers reported difficulties incorporating AI into classroom activities when internet access was inconsistent or when technological resources were insufficient to support regular use.

Table 4. Major Challenges of Artificial Intelligence Integration in English Language Teaching

Theme	Key Challenges Reported in the Literature
Technological Barriers	Limited internet connectivity, insufficient technological infrastructure, inadequate access to digital devices, and unstable power supply
Lack of Teacher Preparedness	Limited AI literacy, insufficient training opportunities, lack of institutional support, and resistance to technological change
Overreliance on AI Technologies	Reduced critical thinking, diminished creativity, learner dependency, and decreased social interaction
Ethical Concerns	Privacy risks, academic dishonesty, plagiarism, data security concerns, and lack of institutional policies

These findings suggest that infrastructure remains a critical prerequisite for successful AI integration in English language education.

4.3.2 Lack of Teacher Preparedness

Another prominent challenge identified across the reviewed studies was the limited preparedness of teachers for AI integration. Many educators reported insufficient knowledge, skills, and confidence regarding the use of AI technologies in instructional settings (Lubis & Fithriani, 2023).

The literature consistently revealed a lack of formal training opportunities related to AI implementation. Teachers frequently reported that they had received little or no professional development regarding the pedagogical use of AI tools (Mulkiyah, 2024).

As a result, many educators expressed uncertainty regarding the appropriate selection, implementation, and evaluation of AI-supported instructional practices. The reviewed studies also highlighted institutional factors contributing to teacher unpreparedness.

Several investigations reported that schools and universities often provide limited guidance regarding AI adoption, leaving teachers to independently explore and learn emerging technologies (Lubis & Fithriani, 2023; Kohnke et al., 2024).

In some cases, support was limited to written guidelines without opportunities for practical training or collaborative discussion. Furthermore, some teachers, particularly those with extensive experience using traditional instructional approaches, demonstrated hesitation toward adopting AI technologies.

The findings suggest that teacher preparedness remains a significant challenge that affects the successful integration of AI in English language teaching. Across the reviewed studies, educators consistently identified professional development and institutional support as essential factors for effective implementation.

4.3.3 Overreliance on AI Technologies

The tendency toward excessive dependence on AI technologies was another challenge frequently reported in the reviewed literature (Ahimsa & Khawa, 2025; Nguyen, 2023). Teachers expressed concerns that students may become increasingly reliant on AI systems when completing academic tasks and language-learning activities.

Several studies suggested that excessive dependence on AI may negatively influence critical thinking, creativity, innovation, and independent problem-solving abilities (Ahimsa & Khawa, 2025; Nguyen, 2023). Teachers observed that some learners increasingly rely on AI-generated responses rather than developing their own

ideas, potentially reducing opportunities for deeper cognitive engagement.

The reviewed literature also identified concerns regarding social interaction and learner autonomy. Some studies reported that overreliance on AI may reduce opportunities for meaningful human interaction and collaborative learning experiences (Ahimsa & Khawa, 2025).

Teachers additionally noted that excessive dependence on AI may encourage shortcuts in academic work and diminish learners' willingness to engage in independent inquiry (Lubis & Fithriani, 2023). Concerns regarding dependency were not limited to students.

Several studies also suggested that teachers themselves may become overly reliant on AI-generated materials and instructional support, potentially affecting creativity and innovation in lesson design (Isaee 2026b; Lubis & Fithriani, 2023).

4.3.4 Ethical Concerns

Ethical concerns constituted the fourth major challenge identified across the reviewed studies. Teachers reported concerns regarding privacy, data security, academic integrity, and responsible technology use. Privacy and data protection emerged as recurring issues in the literature.

Teachers expressed concerns about the collection, storage, and use of personal information by AI systems, particularly when students are required to interact with digital platforms that process user data. These concerns were amplified by uncertainty regarding institutional safeguards and data governance practices.

Academic integrity represented another frequently reported ethical issue. Numerous studies documented concerns regarding plagiarism, unauthorized assistance, and other forms of academic dishonesty associated with AI-generated content (Mulkiyah, 2024; Nguyen, 2023).

Teachers observed that some students copy AI-generated responses directly into assignments without critical evaluation, revision, or acknowledgment of sources.

The literature further revealed that many educational institutions lack comprehensive policies governing AI use. Nguyen (2023) reported that only a minority of institutions had established comprehensive guidelines regarding AI implementation.

Consequently, teachers frequently expressed uncertainty regarding acceptable use practices and institutional expectations.

These findings highlight the importance of establishing clear ethical standards and governance mechanisms to support responsible AI integration in English language teaching.

Table 5. Major Recommendations for the Effective Integration of Artificial Intelligence in English Language Teaching

Recommendation Theme	Key Areas of Action
Investment in Infrastructure and Technology	Improve internet connectivity, provide access to digital devices, strengthen technological infrastructure, and increase accessibility to AI tools
Strengthening Teacher Training	Provide AI-related professional development, enhance digital literacy, offer hands-on training opportunities, and support instructional integration
Development of Ethical and Policy Frameworks	Establish institutional guidelines, protect data privacy, promote responsible AI use, and uphold academic integrity

4.4. Recommendations Emerging from the Reviewed Studies

To address the fourth research question, the recommendations provided in the reviewed studies were examined and synthesized. Despite differences in context, methodology, and participant populations, the studies demonstrated considerable agreement regarding the actions needed to support the effective integration of Artificial Intelligence in English Language Teaching. Three major recommendation themes emerged from the literature: investment in technological infrastructure, strengthening teacher training and professional development, and establishing ethical and policy frameworks for AI use. To provide a synthesized overview of the recommendations identified across the reviewed studies, Table 5 presents the major areas for future action proposed by researchers. As shown in Table 5, the recommendations identified in the reviewed studies focused primarily on improving technological readiness, enhancing teacher capacity, and ensuring the responsible use of AI technologies in educational settings. These recommendations were frequently proposed as strategies for addressing the challenges associated with AI implementation and maximizing its potential benefits for both teachers and learners.

4.4.1. Investment in Infrastructure and Technology

One of the most frequently reported recommendations involved improving technological infrastructure and access to digital resources. Several studies emphasized that successful AI integration depends on the availability of reliable internet connectivity, adequate technological facilities, and equitable access to digital devices (Lubis & Fithriani, 2023). Researchers highlighted the importance of creating learning environments capable of supporting AI-powered instructional practices and minimizing disparities in technological access.

The reviewed studies further suggested that insufficient infrastructure may limit the effectiveness of AI implementation and reduce opportunities for both teachers and students to benefit from emerging technologies. Consequently, researchers recommended increased investment in educational technology, including

the provision of affordable AI tools and improved digital infrastructure. Several studies also emphasized the importance of collaboration among policymakers, educational institutions, and technology providers to improve accessibility and support sustainable AI adoption.

4.4.2 Strengthening Teacher Training and Professional Development

The second major recommendation identified across the literature focused on teacher preparation and professional development. Numerous studies emphasized that teachers require ongoing training to develop the knowledge, skills, and confidence necessary for effective AI integration (Ahimsa & Khawa, 2025; Kohnke et al., 2024). Researchers consistently recommended the provision of structured professional development programs that address both the technical and pedagogical dimensions of AI use. These programs include training on AI tools, instructional applications, ethical considerations, and classroom implementation strategies. Several studies specifically highlighted the importance of hands-on learning experiences that allow teachers to experiment with AI technologies in authentic educational contexts (Kohnke et al., 2024).

The reviewed literature also emphasized the need to strengthen teachers' digital literacy and AI literacy. Researchers noted that enhanced professional competence can support more effective decision-making regarding the selection, evaluation, and implementation of AI tools in language instruction (Nguyen, 2023). Furthermore, ongoing institutional support was identified as an important component of successful teacher development initiatives.

4.4.3. Development of Ethical and Policy Frameworks

The third major recommendation emerging from the reviewed studies involved the establishment of ethical guidelines and institutional policies governing AI use in English language teaching. Researchers frequently noted that concerns regarding privacy, plagiarism, academic dishonesty, and responsible technology use require systematic policy responses (Kohnke et al., 2024; Karataş & Yüce, 2024; Mabuan, 2024).

Several studies recommended the development of clear institutional frameworks that define acceptable uses of AI in teaching and learning environments. These frameworks should provide guidance regarding academic integrity, data protection, transparency, accountability, and the ethical use of AI-generated content. Researchers also emphasized the importance of involving multiple stakeholders, including educators, administrators, policymakers, and technology experts, in the development and implementation of such policies (Kohnke et al., 2024).

Additionally, the reviewed studies highlighted the need to safeguard the privacy and personal data of both teachers and students while promoting responsible and informed AI use. Establishing clear ethical standards was frequently identified as a necessary step toward ensuring that AI technologies contribute positively to educational practice while minimizing potential risks and unintended consequences.

5. Discussion

The findings of this systematic review indicate that teachers generally perceive AI as a valuable addition to English language teaching, while simultaneously recognizing the pedagogical, technological, and ethical complexities associated with its implementation. Collectively, the reviewed studies portray AI not as a replacement for teachers but as an instructional partner capable of reshaping language learning experiences and supporting educational innovation. This observation aligns with broader discussions in educational technology, which suggest that AI is gradually transforming teaching and learning processes by enabling more adaptive, data-informed, and learner-centered practices (Chen et al., 2022; Isaei & Barjesteh, 2026a).

One of the most significant findings emerging from this review is the strong emphasis on personalization. Teachers consistently reported that AI tools facilitate individualized learning pathways, allowing learners to progress at their own pace while receiving targeted support based on their needs and proficiency levels. Such perceptions are particularly important in language education, where learners often display considerable differences in linguistic competence, motivation, and learning preferences. The reviewed studies suggest that AI-powered systems can reduce some of these disparities by offering immediate feedback, adaptive learning materials, and customized learning experiences. These findings reinforce recent arguments that AI has the capacity to create more flexible and responsive language-learning environments that support learner autonomy and self-regulated learning (Du & Daniel, 2024; Hwang & Chang, 2024; Isaei & Barjesteh, 2026b).

Another notable outcome of the review concerns the contribution of AI to language development. Teachers

generally perceived AI as beneficial for improving learners' productive and receptive language skills, particularly through opportunities for continuous practice, feedback, and interaction. The increasing availability of conversational agents, intelligent tutoring systems, and generative AI applications appears to provide learners with additional opportunities for meaningful language use beyond the constraints of classroom time. This finding reflects a growing recognition that language learning in the digital age extends beyond traditional instructional settings and increasingly incorporates technology-mediated forms of interaction and practice (Wang, 2024; Du & Daniel, 2024). From this perspective, AI may be viewed as an extension of the language-learning environment rather than merely an instructional tool.

The review further highlights the role of AI in enhancing student engagement and motivation. Teachers frequently described AI-supported learning activities as interactive, accessible, and appealing to contemporary learners. These perceptions may be partly explained by the familiarity of today's students with digital technologies and their expectations regarding technology-rich learning experiences. As educational systems increasingly seek to prepare learners for rapidly evolving social and technological environments, engagement becomes closely connected to the concept of future readiness. In this regard, AI-supported learning environments may contribute not only to language development but also to the cultivation of digital competencies that are becoming increasingly important in the twenty-first century (Barjesteh & Isaei, 2026).

Although teachers acknowledged numerous benefits, the review also reveals that enthusiasm for AI is tempered by practical concerns. Technological infrastructure remains a major determinant of successful implementation. Limited access to reliable internet connections, insufficient technological resources, and disparities in digital access continue to restrict the effective use of AI in many educational settings. These findings suggest that the benefits of AI cannot be separated from broader issues of educational equity and institutional readiness. The successful integration of AI therefore requires more than access to innovative tools; it also necessitates supportive technological ecosystems capable of sustaining meaningful classroom use (van den Berg, 2025).

Teacher preparedness emerged as another critical issue across the reviewed studies. While teachers generally demonstrated positive attitudes toward AI, many reported uncertainty regarding its pedagogical application and ethical use. This finding is particularly significant because positive attitudes alone do not necessarily translate into effective classroom implementation. The transition toward AI-enhanced language education requires teachers to develop new forms of professional knowledge that extend

beyond traditional pedagogical competencies. Recent scholarship has increasingly emphasized the need to reconceptualize teacher development in response to emerging technologies, arguing that educators must acquire not only technical skills but also the capacity to critically evaluate, adapt, and manage AI-supported learning environments (Isaee & Barjesteh, 2023; Barjesteh et al., 2026).

The findings also reveal a degree of caution regarding excessive dependence on AI technologies. Teachers expressed concerns that overreliance on AI may weaken learners' critical thinking, creativity, problem-solving abilities, and independent learning habits. Similar concerns have been raised within the broader educational literature, where scholars argue that technology should function as a cognitive support rather than a substitute for human reasoning and decision-making. Consequently, the challenge facing educators is not whether AI should be used, but how it can be integrated in ways that preserve meaningful human engagement, intellectual effort, and authentic learning experiences (Kiryakova & Angelova, 2023; Slamet, 2024).

Ethical considerations constitute another major theme emerging from this review. Concerns regarding academic integrity, plagiarism, privacy, and responsible AI use were consistently reported across the studies. The rapid adoption of generative AI tools has created new uncertainties regarding authorship, originality, and assessment practices, particularly in language education contexts where writing tasks play a central role. The findings suggest that educational institutions must move beyond reactive responses and establish proactive policies that provide clear guidance regarding acceptable AI use. Without such frameworks, teachers may struggle to balance the pedagogical advantages of AI with the need to maintain fairness, transparency, and academic standards (Verboom et al., 2025; Risdianto et al., 2025).

Taken together, the findings of this review suggest that the future of AI in English language teaching will depend largely on how educational systems balance innovation with responsibility. While teachers recognize AI's capacity to personalize learning, enhance language development, and support instructional practice, they also acknowledge the need for stronger infrastructure, professional development, and ethical governance. The contribution of this review lies in demonstrating that teachers' perceptions are neither wholly optimistic nor entirely skeptical. Instead, they reflect a nuanced understanding in which AI is viewed as a promising educational resource whose effectiveness depends on thoughtful implementation, adequate support, and informed pedagogical decision-making. As AI technologies continue to evolve, the role of educators will remain central in ensuring that technological advancement serves educational goals rather than defining them.

6. Conclusion

This systematic review examined teachers' perceptions of AI in ELT through the analysis of 50 studies published between 2015 and 2025. Guided by the PRISMA 2020 framework, the review synthesized evidence regarding the methodological characteristics of existing research, the perceived benefits and challenges of AI integration, and the recommendations proposed by researchers in the field. The findings revealed that qualitative approaches dominate current research on AI in ELT, suggesting that scholars have primarily sought to understand teachers' experiences, attitudes, and classroom realities rather than solely measure learning outcomes through quantitative indicators. This review contributes to the literature in three important ways. First, it synthesizes a decade of research (2015–2025) on teachers' perceptions of Artificial Intelligence in English Language Teaching. Second, it identifies recurring themes concerning the benefits, challenges, and recommendations associated with AI integration across diverse educational contexts. Third, it provides a teacher-centered perspective that complements existing reviews, which have frequently focused on AI applications, technological developments, or student learning outcomes.

The review demonstrates that teachers generally view AI as a valuable educational resource capable of supporting multiple dimensions of language teaching and learning. Across the reviewed studies, AI was perceived to facilitate personalized learning, enhance language skills development, increase student engagement and motivation, and support teachers in instructional planning, assessment, and material development. These findings suggest that AI has moved beyond being a supplementary technological tool and is increasingly becoming an influential component of contemporary language education. At the same time, teachers acknowledged several persistent barriers that may hinder effective implementation, including inadequate technological infrastructure, insufficient teacher preparation, overreliance on AI technologies, and concerns related to ethics, privacy, and academic integrity.

The findings contribute to the growing body of literature on AI in language education by providing a teacher-centered synthesis of evidence across a ten-year period. While previous reviews have often focused on AI applications, technological advancements, or student outcomes, this review highlights the perspectives of teachers as key stakeholders in AI adoption and implementation. The findings demonstrate that teachers' perceptions are neither entirely optimistic nor entirely critical; rather, they reflect a balanced understanding of AI as a promising educational innovation whose effectiveness depends on appropriate pedagogical integration, institutional support, and ethical governance.

Consequently, this review contributes to a more nuanced understanding of how AI is being perceived and utilized within English language teaching contexts.

The study also offers several practical implications for educational institutions, policymakers, and teacher educators.

First, schools and universities should prioritize investments in technological infrastructure, including reliable internet access, digital devices, and AI-supported educational resources. Without adequate infrastructure, the potential benefits of AI may remain inaccessible to many teachers and learners.

Second, professional development programs should be redesigned to equip teachers with both technical and pedagogical competencies required for AI-enhanced instruction. Training should move beyond basic tool familiarity and focus on critical evaluation, ethical use, instructional design, and classroom integration strategies.

Third, educational institutions should establish clear policies and ethical frameworks governing AI use to address issues such as privacy protection, academic integrity, transparency, and responsible use of generative AI technologies. Despite its contributions, this review has several limitations that should be acknowledged. First, the review focused exclusively on studies examining teachers' perceptions and therefore did not include investigations centered primarily on students, administrators, curriculum designers, or other educational stakeholders. Second, only studies published between 2015 and 2025 were included, meaning that relevant research published outside this timeframe was excluded. Third, although the review incorporated studies identified through Google Scholar, Scopus, and Web of Science, the findings remain dependent on the quality, scope, and reporting practices of the included studies. Fourth, the review synthesized evidence descriptively and qualitatively; therefore, it does not provide statistical estimates of effect sizes or the magnitude of AI's impact on English language teaching outcomes. Finally, the rapid pace of AI development means that emerging technologies and practices may evolve more quickly than the existing body of published research.

Future research may address these limitations in several ways. First, researchers are encouraged to examine the perceptions and experiences of additional stakeholders, including students, school leaders, curriculum developers, and policymakers, to develop a more comprehensive understanding of AI integration in language education. Second, future studies should investigate the long-term effects of AI on language achievement, learner autonomy, critical thinking, motivation, and teacher professional development through longitudinal and experimental research designs. Third, comparative studies across educational levels, institutional contexts, and geographical regions may provide valuable

insights into contextual factors influencing AI adoption. Fourth, future systematic reviews may employ meta-analytic techniques to quantify the effectiveness of AI interventions and provide stronger empirical evidence regarding their impact on English language learning outcomes. Finally, given the rapid emergence of generative AI technologies, further research is needed to explore ethical implementation models, assessment practices, AI literacy development, and responsible pedagogical frameworks that can guide sustainable AI integration in language education.

Artificial Intelligence is unlikely to replace English language teachers; rather, it is redefining the conditions under which teaching and learning occur. The findings of this review suggest that the successful integration of AI depends not on the technology itself but on educators' capacity to employ it critically, ethically, and pedagogically. As language education continues to evolve in response to rapid technological change, the challenge for institutions and practitioners will be to harness AI's transformative potential while preserving the human, social, and cognitive dimensions that remain central to meaningful language learning.

Authors' Contribution

All the authors have participated sufficiently in the intellectual content, conception, and design of this work or the analysis and interpretation of the data (when applicable), as well as the writing of the manuscript.

Availability of data and materials

The data that support the findings of this study are available from the corresponding author upon reasonable request.

Conflict of interest

The author states that there is no conflict of interest.

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